

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Threshfield School				
<b>Academic Year</b>	2021-22	<b>Total PP budget</b>	£12'960	<b>Date of most recent PP Review</b>	Dec 2020
<b>Total number of pupils</b>	78 + preschool children	<b>Number of pupils eligible for PP</b>	10 7@£1,345 1@£2,345 2@£600.00	<b>Date for next internal review of this strategy</b>	Dec 2022 September 2022

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% Achieving in reading, writing and maths</b>	In line with DfE standards for publication of data for small cohorts this data has been suppressed to reduce the risk of individual pupils being identified.	
<b>% Making progress in reading</b>		
<b>% Making progress in writing</b>		
<b>% Making progress in maths</b>		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Achievements in assessments
<b>B.</b>	Development of reading, in regard of the governments change in available documentation and new expectations
<b>C.</b>	Pupils need to have high expectations of themselves, aiming towards these with resilience.
<b>D.</b>	Children to have the emotional readiness and confidence to learn effectively.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance for 2019-20 was 93.8% for PP children. This attendance is between September and March 20 <sup>th</sup> when schools closed due to the COVID-19 pandemic. Attendance for 2020-21 was 96% for PP children. This attendance is between September and December and March and July due to school closures.
<b>E.</b>	In order for children to achieve, extra-curricular be made available is needed.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved resilience, confidence and emotional readiness of Pupil Premium children so that they have high expectations of themselves and work towards these.	Children taking more of an active role, both in and out of lessons and have high aspirations of themselves.
<b>B.</b>	Assessment of reading, writing and mathematics (through termly teacher assessments and optional SATs) to identify gaps between Pupil Premium and their peers so interventions can be put into place.	Assessments showing the gap closing between the Pupil Premium children and their peers; Pupil Premium children achieving personal targets.
<b>C.</b>	Increased confidence, providing children with the skills needed to achieve in the Statutory Assessments Tests (SATs).	Children feeling more confident in assessments; achieving their personal best.
<b>D.</b>	Increased attendance rates for pupils.	Overall PP attendance improves from 96% to the aspirational target of 97% in line with school target.
<b>E.</b>	Increased rate of children attending residential trips, extra-curricular activities and enrichment resources.	All pupils will be offered the opportunity to attend extra-curricular activities and we have improved attendance of Pupil Premium pupils on residential trips.

Planned expenditure					
Academic year	2021/22				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved achievement at assessments and progress across key stages.	<p>Quality First Implementation of the curriculum for all pupils with the appropriate level of in- class support to both promote independence and ensure small group/ focused support as needed to achieve best learning outcomes.</p> <p>To enhance reading skills. Reading Plus used in higher key stage 2 to develop and enhance the children’s reading skills. <b>£600.00</b></p> <p>Phonically decodable books to support the teaching of a systematic and progressive phonic curriculum. <b>£944.00</b></p> <p>A systematic, progressive curriculum to structure, support and enhance the teaching of synthetic</p>	<p>Children not achieving in assessments across school.</p> <p>Children do not tackle assessments with confidence and resilience and as such their results does not always reflect their classroom work.</p> <p>Teacher assessments need to be used to specifically identify gaps in learning. This information can then be used to identify opportunities to improve learning.</p> <p>Following the COVID-19 pandemic, there has been a significant loss of learning for all children. Therefore, pre-topic assessments are undertaken to assess additional teaching needed.</p> <p>The teaching of phonics has dramatically changed over the last ten years and with the removal of the Letters and Sounds document, schools need to purchase additional resources to meet the needs of the children.</p>	<p>Classroom observations showing Quality First Curriculum Implementation – expectations at least Good.</p> <p>Book Scrutiny shows evidence that the marking and feedback policy is being followed. Personalised targets for each child can be clearly seen.</p> <p>Learning Walks around school show an appropriate learning environment, including displays showing excellent pieces of work.</p> <p>Teacher Assessments happening termly and data represented. Optional and Statutory SATs happening twice a year – results analysed to identifying gaps in learning.</p> <p>Reading Plus will be implemented within the older classroom by the class teachers. Progress is tracked through the programme to show progress.</p>	Headteacher to lead.	<p>Termly</p> <p>End of academic year</p>

	<p>phonics across key stage 1. To also be used for children beyond key stage 1, to access again any missing phonetical knowledge. <b>£300.00</b></p> <p>Resources to support the teaching and learning of phonics across key stage 1 and beyond. <b>£218.75</b></p>	<p>Regular formative assessment clearly identifies when children have missed learning from our ambitious curriculum. To ensure the curriculum is accessible to all, additional sessions are offered on a smaller basis to ensure learning is achieved.</p>	<p>Classroom observations and book scrutinies of Book Talk books will ensure that the books are being used effectively to enhance reading.</p> <p>Observations of interventions to ensure appropriate material and progress is being shared and made.</p> <p>Teacher and optional assessments will show clear success against age-related expectations.</p>		
<p>Improved confidence of Pupil Premium children so that all know that they can achieve.</p>	<p>Provide CPD for all staff in delivering the curriculum with particular emphasis on promoting mastery in maths and skills for ensuring greater depth in reading.</p> <p>Ensure sufficient challenge. Promote confidence via identifying individual talents and interests and providing a focus e.g. Sport, art and music.</p> <p><b>£1200</b> – training courses for individual teachers <b>£800</b> – supply cover</p>	<p>The ethos of our school promotes a belief in the desire to enable our pupils to reach their full potential.</p> <p>We teach children to have resilience and the skills and attitude to approach challenges and tasks with determination and confidence.</p> <p>Staff are specifically trained in areas which can meet the needs of individual children.</p>	<p>Display school ethos for all to see.</p> <p>Long-term plan for assemblies to incorporate key messages and learning – linked to the school’s ethos.</p> <p>Celebration Assembly and Newsletter promotes good work and attitudes across school and provides a platform to celebrate children’s achievements.</p> <p>Long-term plan for PSCHÉ across school to promote confidence and self-belief.</p> <p>Pupil and Parent Questionnaires identifying successes of school and children’s attitude to their abilities.</p>	<p>All staff</p> <p>Headteacher</p>	<p>Termly</p> <p>End of academic year.</p>

			Increased percentage of children attending year 6 residential.		
Tracking data and pupils' work will highlight that pupils are making better than expected progress	<p>Pupil Premium children confidentially discussed during Pupil Progress Meetings separately and in comparison to their peers.</p> <p>Pupil Premium children to be identified, by being highlighted, on confidential (staff to see only) tracking sheets.</p> <p>Assessments happening termly to ensure no child is left behind.</p> <p>Optional Assessments to track children's progress across school and to offer preparation for statutory assessments.</p> <p><b>£400.00</b></p>	<p>Pupil Premium children to be tracked with their peers and alongside them to ensure gaps between them and their peers are not created or widened.</p> <p>To ensure all staff are aware of the Pupil Premium children within their class.</p> <p>Assessments to be more concise and meaningful to ensure all teaching staff can use it effectively to direct their teaching.</p>	<p>Termly Teacher Assessment of all pupils, with Pupil Premium children being tracked with their peers and alongside.</p> <p>Termly monitoring of teaching and learning, e.g. lesson observations; book scrutiny.</p> <p>Reports to Governors and regular updates and visits for the Pupil Premium governor.</p> <p>Pupil Progress Meetings at the beginning of each term, after Teacher Assessments have been completed.</p> <p>Optional Assessments to take place twice over the year to track children's progress and offer preparation for statutory assessments.</p>	Headteacher	Termly End of academic year.
<b>Total budgeted cost</b>					<b>£4462.75</b>

**ii. Targeted support**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>For children's individual gaps in knowledge to be identified and specific, small group tutoring to be used to supporting learning.</p>	<p>Support for specific children in tutoring, who have been identified as needing additional support: 4hrs per half-term per teacher <b>£2520</b> <b>£35ph x4 x6</b></p>	<p>Teacher assessments used to specifically identify gaps in learning. This information is then used to structure uniquely structured sessions to improve the children.</p> <p>Following the COVID-19 pandemic, there has been a significant loss of learning for all children. Therefore, additional time to ensure the key information is secure to provide a strong foundation for all children.</p>	<p>Teacher Assessments happening termly and data represented. Optional and Statutory SATs happening twice a year – results analysed to identifying gaps in learning.</p> <p>Monitoring of work completed during tutoring sessions.</p> <p>Observations of sessions.</p>	<p>S.H. to lead All staff</p>	<p>On-going throughout the year.</p>
<p>Interventions used to support development in a range of different areas, including friendships, confidence, emotional resilience, etc.</p>	<p>Interventions taking place across school to provide 1-2-1 and small group support in ensuring children remain in line with their peers. Interventions also used to support children who may struggle with emotional resilience or confidence. <b>£2600.00</b></p>	<p>Individual children discussed during Pupil Progress meetings to identify individual gaps in knowledge, understanding but also areas where support is needed, i.e. confidence, friendship groups, emotional resilience.</p> <p>COVID-19 affected children in many different ways. Support needs to be provided to ensure children can fully access the curriculum and enhance their learning, in line with their peers.</p>	<p>Feedback and evaluation of interventions completed by the member of staff delivering them.</p> <p>Children achieving in class, in line and ahead of their peers.</p> <p>Children participating in all aspects of school life, achieving the five outcomes.</p>	<p>S.H. B.A.</p>	<p>On-going throughout the year.</p>

Specific training requirements to meet the needs of individual children to ensure they are given the right personal resources to flourish.	Provide specific training for members of staff in specific classrooms to ensure the individual needs of the children are met. <b>£500.00</b>	To ensure we are able to meet the individual needs of all pupils, by ensuring our staff are fully trained in all areas of child development.  Individual needs identified during Pupil Progress Meetings.	Training completed and certificates given to show attendance.  Children with specific areas of need, working in line or ahead of their peers, achieving the five outcomes.		
<b>Total Budget</b>					<b>£5620.00</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Use of Pupil Premium towards residential, school trips, school milk, snacks, breakfast and after school clubs, sports, uniforms etc	Ensure Pupil Premium children have the ability to access any school activities or extra-curricular activities.  <b>£3000</b>	Clear evidence that children learn best when they are in good physical health. Pupils' attitude towards learning and achievement will be enhanced by accessing a full range of activities (including extra curricula activities).	Assess needs of individual children half termly to check that they have appropriate access to these resources.  Ensure that all Pupil Premium pupils can access activities.	Headteacher	Termly
Increased attendance rates for Pupil Premium pupils	Importance of attendance to be shared with parents.  Monitor closely and follow up any absences immediately  <b>£0</b>	Attainment for pupils cannot improve if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Regular checks and communication with parents.  Attendance included on the Headteacher's report to governors and the weekly newsletter (following the Easter holidays).	Headteacher	Termly
<b>Total budgeted cost</b>					<b>£3,000</b>

## Pupil Premium 2020 2021

Planned expenditure					
Academic year	2020/21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
iv. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved progress across key stage 1 and 2.	<p>Quality First Implementation of the curriculum for all pupils with the appropriate level of in- class support to both promote independence and ensure small group/ focused support as needed to achieve best learning outcomes.</p> <p>Standards and expectations with clear personal targets for all pupils and parents. These are evident in children’s books and shared with parents in reports and parents’ evenings</p> <p>Support for specific children in tutoring, who have been identified as needing additional support: 4hrs per half-term per teacher <b>£3360</b></p>	<p>Children are not making sufficient progress across school, especially key stage 2.</p> <p>Children do not tackle assessments with confidence and resilience and as such their results does not always reflect their classroom work.</p> <p>Children are unsure of their personal targets and what they are working towards.</p> <p>Teacher assessments need to be used to specifically identify gaps in learning. This information can then be used to identify opportunities to improve learning.</p> <p>Reading is an area for development across school.</p> <p>Regular formative assessment clearly identifies when children have missed learning from our ambitious</p>	<p>Classroom observations showing Quality First Curriculum Implementation – expectations at least Good.</p> <p>Book Scrutiny shows evidence that the marking and feedback policy is being followed. Personalised targets for each child can be clearly seen.</p> <p>Children’s targets and progressed shared with parents in school reports and parents’ evenings.</p> <p>Learning Walks around school show an appropriate learning environment, including displays showing excellent pieces of work.</p> <p>Teacher Assessments happening termly and data represented. Optional and Statutory SATs happening twice a year – results</p>	Headteacher to lead.	<p>Termly</p> <p>End of academic year</p>

	<p><b>£35ph x4 x6</b></p> <p>Interventions taking place across school to provide 1-2-1 and small group support in ensuring children remain in line with their peers.</p> <p><b>£2600.00</b></p> <p>To enhance reading skills. Reading Plus used in higher key stage 2 to develop and enhance the children's reading skills. <b>£600.00</b></p> <p>Whole class reading books purchased throughout school to enable engaging texts to be shared with the chn and reading role-modelling to be used. <b>£300.00</b></p> <p>Specific levelled reading books purchased in key stage 1 and lower key stage 2 to support the acquisition of reading skills and confidence. <b>£500.00</b></p>	<p>curriculum. To ensure the curriculum is accessible to all, additional sessions are offered on a smaller basis to ensure learning is achieved.</p>	<p>analysed to identifying gaps in learning.</p> <p>Reading Plus will be implemented within two classrooms by the class teachers. Progress is tracked through the programme to show progress. Classroom observations and book scrutinies of Book Talk books will ensure that the books are being used effectively to enhance reading.</p> <p>Observations of interventions to ensure appropriate material and progress is being shared and made.</p> <p>Teacher and optional assessments will show clear success against age-related expectations.</p>		
<p>Improved confidence of Pupil Premium children so that all know that they can achieve.</p>	<p>Provide CPD for all staff in delivering the curriculum with particular emphasis on promoting mastery in maths and skills for ensuring greater depth in reading.</p>	<p>The ethos of our school promotes a belief in the desire to enable our pupils to reach their full potential.</p> <p>We teach children to have resilience and the skills and attitude to</p>	<p>Display school ethos for all to see.</p> <p>Long-term plan for assemblies to incorporate key messages and learning – linked to the school's ethos.</p>	<p>All staff</p> <p>Headteacher</p>	<p>Termly</p> <p>End of academic year.</p>

	<p>Ensure sufficient challenge. Promote confidence via identifying individual talents and interests and providing a focus e.g. Sport, art and music.</p> <p>New PSCHE program of study launched across school.</p> <p><b>£1200</b> – training courses for individual teachers <b>£800</b> – supply cover</p>	<p>approach challenges and tasks with determination and confidence.</p>	<p>Celebration Assembly and Newsletter promotes good work and attitudes across school and provides a platform to celebrate children's achievements.</p> <p>Long-term plan for PSCHE across school to promote confidence and self-belief.</p> <p>Pupil and Parent Questionnaires identifying successes of school and children's attitude to their abilities.</p> <p>Increased percentage of children attending year 6 residential.</p>		
<p>Tracking data and pupils' work will highlight that pupils are making better than expected progress</p>	<p>Pupil Premium children discussed during Pupil Progress Meetings separately and in comparison to their peers.</p> <p>Pupil Premium children to be identified, by being highlighted, on confidential (staff to see only) tracking sheets.</p> <p>Assessments happening termly to ensure no child is left behind.</p> <p><b>£100.00</b></p> <p>Optional Assessments to track children's progress across school and to offer preparation for statutory assessments.</p> <p><b>£800.00</b></p>	<p>Pupil Premium children to be tracked with their peers and alongside them to ensure gaps between them and their peers are not created or widened.</p> <p>To ensure all staff are aware of the Pupil Premium children within their class.</p> <p>Assessments to be more concise and meaningful to ensure all teaching staff can use it effectively to direct their teaching.</p>	<p>Termly Teacher Assessment of all pupils, with Pupil Premium children being tracked with their peers and alongside.</p> <p>Termly monitoring of teaching and learning, e.g. lesson observations; book scrutiny.</p> <p>Reports to Governors and regular updates and visits for the Pupil Premium governor.</p> <p>Pupil Progress Meetings at the beginning of each term, after Teacher Assessments have been completed.</p> <p>Optional Assessments to take place twice over the year to track children's progress and offer</p>	<p>Headteacher</p>	<p>Termly</p> <p>End of academic year.</p>

			preparation for statutory assessments.		
<b>Total budgeted cost</b>					<b>£10,260.00</b>
<b>v. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils in EYFS to make better than expected progress – target for 71.5% of pupils to achieve a good level of development. To be measured via termly assessment, end of EYFS judgements and reports from external agencies.	<p>Increased training of teaching assistants to ensure consistency within observations.</p> <p>Thorough and concise assessment system used in the EYFS to ensure regular tracking to keep the children on track.</p> <p><b>£300 training</b> <b>£200 cover</b> <b>£100 Assessment tracker</b></p>	<p>Highly trained staff who are able to provide meaningful provision to meet the requirements of the EYFS.</p> <p>All staff able to assess through observations, providing clear targets and steps to ensure progress.</p> <p>Obstacles in children’s learning identified early to improve progress rates.</p>	<p>Monitor impact through termly assessments.</p> <p>Observations from interventions and classroom practice.</p> <p>Feedback from interventions to ensure progress over time.</p> <p>Learning walks identifying meaningful provision.</p>	Headteacher	Termly
	<p>Development of the outdoor areas for enhancing the learning of English and Mathematics through specific provision.</p> <p><b>£500.00</b></p>	<p>Enhanced provision for children throughout the Early Years Provision making the learning seamless throughout.</p>			
<b>Total Budget</b>					<b>£1,100.00</b>
<b>vi. Other approaches</b>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Use of Pupil Premium towards residential, school trips, school milk, snacks, breakfast and after school clubs, sports, uniforms etc	<p>Ensure Pupil Premium children have the ability to access any school activities or extra-curricular activities.</p> <p><b>£3000</b></p>	<p>Clear evidence that children learn best when they are in good physical health.</p> <p>Pupils' attitude towards learning and achievement will be enhanced by accessing a full range of activities (including extra curricula activities).</p>	<p>Assess needs of individual children half termly to check that they have appropriate access to these resources.</p> <p>Ensure that all Pupil Premium pupils can access activities.</p>	Headteacher	Termly
Increased attendance rates for Pupil Premium pupils	<p>Importance of attendance to be shared with parents.</p> <p>Monitor closely and follow up any absences immediately</p> <p><b>£0</b></p>	<p>Attainment for pupils cannot improve if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Regular checks and communication with parents.</p> <p>Attendance included on the Headteacher's report to governors and the weekly newsletter (following the Easter holidays).</p>	Headteacher	Termly
<b>Total budgeted cost</b>					<b>£3,000</b>